

Ben Lomond Public School

Annual Report



2018



1196

Introduction

The Annual Report for **2018** is provided to the community of Ben Lomond Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kirsten Reim

Principal

School contact details

Ben Lomond Public School

Inn Rd

Ben Lomond, 2365

www.benlomond-p.schools.nsw.edu.au

benlomond-p.school@det.nsw.edu.au

6733 2001

School background

School vision statement

The Snow Gums Learning Alliance is an innovative, learning community that seeks every opportunity to extend collaborative opportunities to create successful and engaged learners.

Ben Lomond Public School is an engaged, active contributor to the Snow Gums Learning Alliance. We live our values of respect, responsibility, leadership and resilience.

School context

The Snow Gums Learning Alliance consists of five small schools, Bald Blair Public School, Black Mountain Public School, Ben Lomond Public School, Chandler Public School and Ebor Public School. The Alliance was formed in 2013 to enhance teaching and learning.

Ben Lomond Public School is a small rural school with a population of fourteen students, across Kinder to Year 6.

The Family Occupation and Education Index (FOEI) is a school level measure of relative socio-economic disadvantage developed specifically for NSW government schools. FOEI is based on students' parental background information provided on enrolment forms. This measure has been developed by the Office of Education's Centre for Education Statistics and Evaluation (CESE). Ben Lomond Public School's FOEI value is 36 compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. Ben Lomond Public school's FOEI value is among the lowest 20 per cent of FOEI values across NSW government schools.

The school provides a high quality education, with a curriculum designed to engage and challenge each and every student. Online learning supports and enhances the strong literacy and numeracy focus. Critical and creative thinking is central to project based learning that allows the students to take mastery of their own learning.

The school is situated twenty two kilometers from Guyra on the Ben Lomond Road. The student population is mostly drawn from farms within the local area.

Ben Lomond Public School has a talented staff, which is committed to quality learning outcomes for students. We have 2 teaching staff with a full time equivalent of 1.4. The school has 3 Non-teaching staff with a full time equivalent of 1.2

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The results of this process indicated:

Learning Culture: Our analysis enabled us to determine we are **Sustaining and Growing**. The evidence we gathered demonstrated that our commitment to the Snow Gums Learning Alliance (Ben Lomond, Bald Blair, Black Mountain, Chandler and Ebor Public Schools) positions us to strengthen and deliver school learning priorities. The school plan's Strategic Direction 1 of producing successful and engaged learners is evidenced by school policies, processes and procedures that all identify, address and monitor student needs. Students and staff are able to set learning goals that focus on improvement and high expectations. We have increased our use of visible learning but it is not yet embedded practice in all lessons.

Wellbeing: Our analysis enabled us to determine we are **Sustaining and Growing**. Positive Behaviour for Learning (PBL) is an embedded practice, the school seeks every opportunity to promote our core values, to recognise student and staff achievement and provides opportunities for students to connect, succeed and thrive. Community members, such as Occupational Therapists and Speech Pathologists are consistently supporting individual learning.

Curriculum: Our analysis enabled us to determine we are **Sustaining and Growing**. The Snow Gums Learning Alliance is a collaborative partnership that continually implements and evaluates teaching practices that are evidence

based, such as Visible Learning, critical and creative thinking and project based learning. These practices provide students with explicit teaching and learning programs that cater to individual needs, ensuring that all students are challenged and any learning adjustments lead to improvement. This year the majority of students demonstrated greater than expected growth in a number of Key Learning Areas. The staff at Ben Lomond Public School involve students and parents and carers in planning the support required to achieve improvement.

Assessment: Our analysis enabled us to determine we are **Sustaining and Growing**. The evidence we gathered demonstrated that staff at Ben Lomond Public School routinely use a range of formative and summative assessment such as, PLAN data, the Literacy and Numeracy Progressions, the South Australian Spelling test, the Waddington Reading Test, Running Records and work samples to capture information about student learning. Teachers provide detailed feedback to students to provide them with information on how to improve. Teachers use assessment data to validate decisions about student learning. At Ben Lomond Public School we are using WALT (We Are Learning To) WILF (What I'm Looking For) and TIB (This Is Because) to enable students to have assessment data that is transparent and consistent. This year we have begun to use Assessment for Learning (AfL) strategies to provide students with feedback and allow students to monitor their own progress.

Reporting: Our analysis enabled us to determine we are **Sustaining and Growing**. The evidence we gathered demonstrated that there are processes to collect, analyse and report specific internal and external student and school performance data. Student reports contain personalised information about the students learning progress, achievement and potential future learning. The school provides a number of opportunities for parents and carers to gain information about the students learning and progress, such written reports, parent, teacher meetings and parent, student and teacher meetings.

Student Performance Measures: Our analysis enabled us to determine we are **Sustaining and Growing**. At Ben Lomond Public School the majority of students are showing value added growth. In some cases students have significant value added results. Across the Snow Gums Learning Alliance data trends are showing positive growth and this is consistent with achievement on internal assessments.

Effective Classroom Practice: Our analysis enabled us to determine we are **Sustaining and Growing**. The evidence we gathered demonstrated that all lessons are systematically planned as per our Snow Gums Learning Alliance Scope and Sequences. These scope and sequences and units of work have been collaboratively planned and designed. Accommodations and adjustments, for both gifted and talented students, and students with disabilities, are made to suit individual students needs. Planning references a range of student data and information that provides students with teaching and learning activities that provides continuous improvement. The use of WALT, WILF, TIB and AfL provides explicit, specific and timely feedback to students on what is required and how they can improve. All learning environments promote positive behaviour for learning and students and teachers use and model a variety of ways to engage in productive learning and how to take individual responsibility for learning. Feedback from students indicates they are using teacher feedback to improve their learning.

Data Skills and Use: Our analysis enabled us to determine we are **Sustaining and Growing**. The evidence we gathered demonstrated that staff are proficient in the use of data concepts, analysis and using student assessment to effectively evaluate student understanding of lesson content. Staff have engaged in Professional Learning that helps determine how to use data to inform key decisions such as continuing to employ the Learning and Support Teacher (LaST) to work an extra half day per week.

Professional Standards: Our analysis enabled us to determine we are **Sustaining and Growing**. The evidence we collected demonstrated that staff at Ben Lomond Public School have identified strengths and expertise in areas of curriculum. The identification of these strengths and expertise is used to enhance and improve student learning outcomes. We employ a specialist music teacher, a tennis coach using Sporting Schools funding and Key Learning Areas are taught using professional practices underpinned by research, such as Visible Learning and Seven Steps to Writing Success. All staff PDPs identify areas for development or continual improvement and these plans are closely monitored to support achievement of identified goals.

Learning and Development: Our analysis enabled us to determine we are **Sustaining and Growing**. The evidence we gathered demonstrated that through the Snow Gums Learning Alliance our school has embedded practices that promote collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. All professional learning has been evaluated to determine the benefit to staff and students. Collaboration across the five schools within the Snow Gums Learning Alliance is embedded practice. Staff have been able to become the lead learner in at least one area of interest and have had opportunities to share the knowledge they have with staff within the Alliance. The Alliance has been able to trial a number of ways to work together to improve teaching and learning activities, such as using videoconferencing, on line learning, small across school groupings, common scope and sequences, units of work and policies and procedures.

Educational Leadership: Our analysis enabled us to determine we are **Sustaining and Growing**. The evidence we gathered showed that developing leaders and leadership capacity is one of the schools core values. Opportunities have been provided to staff to enhance their management skills and leadership attributes through formal and informal mentoring and coaching. The School sought feedback on school performance through parent, teacher meetings, Parent

and Citizens (P & C) meetings, informal afternoon teas, and assemblies..

School Planning, Implementation and Reporting: Our analysis enabled us to determine we are **Sustaining and Growing**. The evidence we gathered demonstrated that across the Snow Gums Learning Alliance it is embedded practice to support change that leads to improvement. The school used research and data to determine areas requiring change, eg the adoption of Seven Steps to Writing Success. This program has been adopted across the Alliance and writing samples from students are demonstrating improvement in learning outcomes. Milestones for the school plan were realistic, linked to what we wanted to achieve and directed professional learning required to meet the Strategic Directions. All staff engaged with implementing the school plan and understood what was required to meet the improvement measures. This annual school report details how the alignment of resource allocation, professional learning and the monitoring of student data aligns with creating literate, numerate, collaborative, self-directed, critical and creative thinkers.

School Resources: Our analysis enabled us to determine we are **Sustaining and Growing**. The school leader is supported by a number of staff who are professional, high-performing non-teachers. All non-educational administrative tasks are performed by the School Administration Manager, who completes work either before or on schedule. The school has received feedback on the high quality of her work ethic and output. The school is able to use a number of learning spaces within the school flexibly and as needed for teaching and learning activities. Classroom furniture is able to support the individual needs of students and their learning styles. Technology is used to support effective teaching and learning and to provide opportunities to interact with other students across the Snow Gums Learning Alliance. Students are familiar with using online learning platforms, videoconferencing, apps, coding programs and robotics kits. The school's financial management is well planned, the school is in a sound financial situation and has budgeted to continue providing the students with extra opportunities to enhance teaching and learning into the future.

Management Practices and Processes: Our analysis enabled us to determine we are **Sustaining and Growing**. The school has made informed choices about administration practices and has in place systems such as directing phone callers to leave a message or phone back during breaks or before or after school. All parents have supplied email addresses for ease of contact for permission notes, information and to provide feedback. Information regarding mandatory staff training, Work, Health and Safety procedures and student Health Care plans is clearly displayed and there are processes in place to update information. School staff analyse feedback responses from a variety of sources and take action to improve where required.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Excellence in Teaching and Learning

Purpose

To ensure that learning builds the capabilities for every student so they are

- literate
- numerate
- collaborative
- self – directed
- resilient
- innovative
- critical and creative life long learners.

Overall summary of progress

Ongoing professional learning is being undertaken in learning progressions across the Snow Gums Alliance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students achieve expected growth or higher, on internal and external data sets (PLAN/NAPLAN/Progressions) with the school achieving at or above state averages and at or above like school groups in all measures; national minimum standards, % top two bands, value added, attendance, equity measures.		Professional learning completed on the Learning Progressions.
New curriculum and revised wellbeing framework measurably enhance teaching, learning and student wellbeing.		Teachers embed best practice across the Alliance, prioritising; wellbeing, resilience, emotional intelligence and growth mindset education.
Visible learning is evident in classrooms and teaching and learning programs.		Ongoing development of visible learning embedding into each KLA.

Next Steps

Continued professional learning across the Snow Gums Alliance in the area of Visible Learning.

Strategic Direction 2

A Dynamic, High Performing Learning Culture

Purpose

Strong, collaborative, collegial directions strengthen teaching and learning across the Snow Gums Learning Alliance.

- Highly Professional, Collaborative Staff
- Continually Improving, Evidenced Practice
- Empowered Systems Leaders

Overall summary of progress

The Snow Gums Learning Alliance continues to work collaboratively in order to create a dynamic, high performing learning culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students achieve expected growth or higher, on internal and external data sets (PLAN/NAPLAN/Progressions) with the school achieving at or above state averages and at or above like school groups in all measures; national minimum standards, % top two bands, value added, attendance, equity measures.	\$10672	Learning Support Teacher is funded by the school for one day per fortnight.
All students receiving additional learning support have a detailed learning and support plan implemented across the school and shared with parents.	\$1545 equity loading for low level adjustment for disability funding \$5610 location loading funding	Learning Support Teacher is funded by the school for one day per fortnight.
Student development and achievement of learning goals is evidence of their own ability and a commitment to improve.		An impactful learning culture in which students self-regulate.

Next Steps

Continued funding of learning support teacher to work with students with identified needs.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency		
Low level adjustment for disability	\$10672	Employment of STLA for an additional day per fortnight above allocation.
Quality Teaching, Successful Students (QTSS)	\$1281	Extra release for relieving principal.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	6	5	3	6
Girls	2	2	3	8

Student attendance profile

School				
Year	2015	2016	2017	2018
K	99.3		93.5	100
1	96	100		83.7
2	99.5	89.8	100	84.9
3		100	94.4	99
4	98.9		100	92.1
5	99.5			98.2
6		98.4		95.7
All Years	98.3	96.1	96.4	94.7
State DoE				
Year	2015	2016	2017	2018
K	94.4		94.4	93.8
1	93.8	93.9		93.4
2	94	94.1	94	93.5
3		94.2	94.1	93.6
4	94		93.9	93.4
5	94			93.2
6		93.4		92.5
All Years	94.1	93.9	94.1	93.4

Management of non-attendance

Attendance is monitored in line with the Snow Gums Learning Alliance Attendance Procedures.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.2

*Full Time Equivalent

In 2018 no staff identified as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

This year at Ben Lomond Public School staff participated in professional learning that was compliant with NSW Department of Education mandatory professional learning and supported the strategic directions of the School Plan.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	40,116
Revenue	408,469
Appropriation	397,809
Sale of Goods and Services	741
Grants and Contributions	9,440
Gain and Loss	0
Other Revenue	0
Investment Income	479
Expenses	-335,815
Recurrent Expenses	-335,815
Employee Related	-308,672
Operating Expenses	-27,143
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	72,654
Balance Carried Forward	112,770

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	273,808
Base Per Capita	1,160
Base Location	6,273
Other Base	266,375
Equity Total	14,477
Equity Aboriginal	0
Equity Socio economic	476
Equity Language	1,292
Equity Disability	12,708
Targeted Total	37,690
Other Total	34,525
Grand Total	360,500

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Due to the small cohort size and to maintain the privacy of the student results there is no reporting of statistical data from NAPLAN.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to the small cohort size and to maintain the privacy of the student results there is no reporting of statistical data from NAPLAN.

Due to the small cohort size and to maintain the privacy of the student results there is no reporting of statistical data from NAPLAN.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Due to the small cohort size and to maintain the privacy of the student results there is no reporting of statistical data from NAPLAN.

Parent/caregiver, student, teacher satisfaction

In 2018 the school gathered information from students, staff, teachers and community members about the school. The information was gathered through parent meetings, emails, School Assemblies, the Ben Lomond Community ANZAC Day Service, and visits from community partners.

Some of the feedback included;

- The majority of feedback from the wider community was positive recognition of the manners and positive behaviour of the students.
- The majority of students agreed that school was a positive place and their needs are catered for.
- The majority of parents reported the school was catering to the learning needs of their child.
- All staff reported feeling supported to carry out their role within the school.

Policy requirements

Aboriginal education

In 2018 Ben Lomond Public School had no students who identified as Aboriginal. Aboriginal perspectives are embedded across the curriculum so that all students gain and understanding of Aboriginal and Torres Strait Islanders contributions, both past and present to Australian society and culture. Acknowledgement of Country was included at all assemblies.

Multicultural and anti-racism education

Students celebrated Harmony Day with the students and staff of Black Mountain Public School. They participated in a variety of games and activities originating from different countries around the world. The students and staff then shared a meal consisting of a range of foods from different cultures.

No incidences of racial discrimination were reported to the Principal, who is the Anti-racism Contact Officer (ARCO).

Other school programs

Premiers Sporting Challenge

The NSW Premiers Sporting Challenge is a NSW Government initiative that aims to engage young people in sport and physical activity and encourages them to lead a healthy and active lifestyle. The students were challenged to engage in physical activity every day for a period of ten weeks. Overall the school achieved Gold status for physical activity each week.

Wellbeing

Positive Behaviour for Learning (PBL) is an embedded practice at Ben Lomond Public School that supports students to Connect, Succeed and Thrive. PBL supports students and staff to live our values of *Respect, Responsibility, Leadership and Resilience*.

Creative Arts

The school continued to employ a specialist music teacher, Mrs Tanya Siddell, to provide a music program. The students were involved in learning recorder, and ukulele. The ukulele program was part of a *New England Conservatorium of Music Literacy and Music* program. The students presented musical items at the end of year Assembly and performed for a Drought Relief concert in conjunction with the ABC and at the Ben Lomond Christmas carols.

Mrs Kelly Vimpany worked with the students to produce items to submit to the Glen Innes and Guyra Shows. The students were again successful at the Glen Innes Red Cross Christmas Tree Exhibition.

Snow Gums Learning Alliance

The school continued to be a proud member of the Snow Gums Learning Alliance in 2018. This network provides opportunities for both students and staff in the other four small schools to interact and deepen their learning. In 2018 this Alliance provided opportunities such as:

- Small schools swimming carnival, hosted by our school
- *The Highland Fling*, a sport and culture day hosted by Black Mountain Public School
- The Finlaysons Sport Day, hosted by Chandler Public School
- STEM (Science, Technology, Engineering and Mathematics) Camp at Thalgarrah with support from staff from the University of New England and private enterprise.
- Combined staff development days and professional learning.
- Combined planning to develop common three year Strategic Directions.